

Positive

Behavior

Intervention

Support

HORNETS





Section 1:

Behavior Expectations

- Frank Roberts BEHAVIOR EXPECTATIONS
- MATRIX
- Teacher's Pledge
- Hornet Pledge
- School - Wide Rules

Hornet Mission and Vision

Frank Roberts Code: Respect, Responsible, Safe

Frank Roberts Mission

Frank Roberts Elementary will provide a premiere education for all students. Students will achieve their highest potential to become college and career ready.

Vision

Transforming lives...Creating leaders through a Gold Standard Education.

Core Values Statement

Frank Roberts Elementary believes that:

- *All students can and will learn*
- *All teachers can teach*
- *High expectations for all encourage excellence*
- *Resources to support students' needs must be provided*
- *Excellence in teaching and learning is vital*
- *All students will be supported to pursue their passion upon graduation*
- *Respect for all individuals is essential*
- *A community with shared ownership, purpose, and commitment work well together*

BEHAVIOR EXPECTATIONS

1. Students and staff will demonstrate self-respect, respect for others, and respect for all things in their environment.
2. Students and staff will take responsibility for the educational learning process of all students.
3. Students and staff will follow all rules and practice safety in the school environment.



Frank Roberts BEHAVIOR EXPECTATIONS MATRIX

	Hornets AREA Expectations, Procedures, Rules, and Processes			
	OFFICE	HALLWAY	CLASSROOM	RESTROOM
WE ARE RESPECTFUL	You must be courteous and polite, wait your turn, say please, and thank you.	Be polite, use good manners, and walk quietly without disturbing other classes and property	Talk nicely to teachers and classmates and be supportive of others	Keep eyes, hands, feet, and all comments to oneself
WE ARE RESPONSIBLE	Walk to destination and back to class promptly	Walk on the right side of the hallway and watch where you are going	Be ready to learn, follow directions, and complete all assignments	Use restroom quickly and quietly
WE ARE SAFE	Be aware of your surroundings and report unsafe situations to an adult	Be aware of your surroundings and walk to your destination and back to class promptly	Walk and keep hands and feet to self	Wash your hands and keep restrooms clean at all times

	Hornets AREA Expectations, Procedures, Rules, and Processes			
	CAFETERIA	ELECTIVES LIBRARY, P.E., COUNSELOR	BUS	EMERGENCY EVACUATION
WE ARE RESPECTFUL	Wait patiently in line, speak in a soft voice, and respect others tray/food items	Actively listen and respect others (students and adults) Respect rules and materials	Be polite (kind) to bus driver and others Use appropriate language	Treat drill as the real thing and leave the building immediately
WE ARE RESPONSIBLE	Practice good table manners (clean up)	- Follow all rules - Take care of and return all materials and equipment to their proper places	Remind my friends to follow the rules	Follow the teachers instructions and exit the building in a safe manner
WE ARE SAFE	Be aware of your surroundings and report unsafe situations to an adult	Use materials and equipment safely	Walk to the bus and stay in seat	Stay with your class at all times Wait for instructions

The Teacher's Pledge

As a Frank Roberts Elementary School teacher, I am an active member of our community. I promise to be positive role model that encourages students to achieve their educational, social, and emotional goals. I will remember that I have chosen to be here, and I am only here because of the students. I will acknowledge that my words and actions can make or break a student's spirit. I am here for a reason and my purpose is greater than my challenges.

Hornet Pledge

We are RESPECTFUL, RESPONSIBLE,
and SAFE.

I promise to RESPECT myself, others,
and my school.

I am RESPONSIBLE for my education
and learning process.

I promise to be SAFE by following all
rules and directions.

I pledge to learn all I can and do my best
to be all I am!

Hornet Rules



- 1. Students will be prepared for class.**
- 2. Students will complete all classwork /homework assignments.**
- 3. Students will allow others to learn without disruption.**
- 4. Students will respect others, their belongings, and myself.**
- 5. Students will listen and follow directions.**
- 6. Students will show courtesy and kindness to others.**

POSITIVES:

- School-wide Recognition**
 - Teacher of the Month (certificate, Reserved Parking Spot)**
 - Student of the Month (certificate)**
 - Pencil or Sticker**

CONSEQUENCES:

- 1. Warning**
- 2. Student Management Form/Parent Contact**
- 3. Student/Teacher Conference or Guidance/Counseling Conference (phone call, signed, etc.)**
- 4. Parent Conference**
- 5. Discipline Referral**



Cool Tools

Section 2

Routines and Protocols

- Routines to be taught
- Frank Roberts Elementary Protocol

Hornet Rules



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Routines to be Taught

School-wide-----August

1) School Routines – Procedural

- a) Straight, quiet, orderly line before entering a classroom
- b) Teacher and student greet each other before entering classroom
- c) Walk on the right side of the hallway
- d) Sit in assigned seating
- e) Use of technology in classroom
- f) Lining up to enter or exit the classroom (no pushing/shoving/cutting line)
- g) Bell does not dismiss the students.
- h) The Hand Raising Skill (Attention Grabber)

(Students will be dismissed when everyone is at their seat and quiet)

2) Classroom Routines – Instructional

- a) The Hand Raising Skill (Attention Grabber)
- b) Participating in Classroom Discussions
- c) Answering questions during lessons
- d) Working in Cooperative Groups
- e) Completion of a classroom assignment

3) Cafeteria and Restroom Routines- Procedural

- a) Cafeteria Behavior
 - i) Behavior in Line (no pushing/shoving/cutting line) (walking- no running)
 - ii) Getting food/movement within cafeteria
 - iii) No food/drinks outside of cafeteria
 - iv) Clean – up after yourself
 - v) Throw away all items on tray and stack tray properly on the cart
- b) Restroom Behavior (take care of personal needs)
 - i) Keep restrooms clean

Hornet Good Manners

- 1) When a classmate or teacher does something nice for you, say "thank you" and "you're welcome", "please", "yes ma'am / sir".
- 2) Be respectful and polite.
- 3) Be helpful to others.
- 4) Be friendly.
- 5) Always say "good morning/afternoon" to people you meet.



Hallway Protocol

1. Always walk down the **RIGHT** side of the hall.
2. **WALK QUIETLY** through the halls.
3. Walk to destination and back to class promptly



Classroom Protocol

- 1) Sit at your assigned seat.
- 2) Have your materials/supplies ready for learning, i.e.:
 - a) Sharpened pencil
 - b) Have homework ready to turn in
 - c) STUDENT PLANNER/notebook/journal ready
- 3) Place backpack in assigned area (teacher specific).
- 4) Check Board for assignments/objectives/warm ups.
- 5) Student work area should be kept clean and trash should be placed in appropriate bin.

Dismissal Protocol

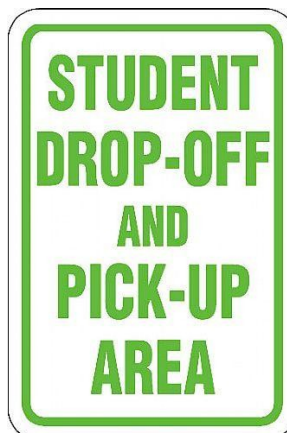
Bus

1. Walk orderly and be on time to board the bus.
2. Form **SINGLE LINE** for bus loading.
3. Stay in designated area.
4. Speak in soft voice to all--no yelling.
5. Respect and follow instructions from bus driver at all times.



Pick-up

6. Walk and stay in designated area.
7. Respect and follow instructions from bus driver at all times.



Working Cooperatively

1. Work as a team
2. Value, respect, and listen to each person's responses.
3. Compromise
4. Take turns
5. Equally share the responsibility.



“Give Me Five”

Teacher will hold up hand and say one time,

“Give me 5.”

You have 5 seconds to:

- a. Be quiet
- b. Eyes on speaker
- c. Be still
- d. Hands free “put things down”
- e. Listen



Keeping Your Homework Binder

1. All behavior charts should be kept in a sheet protector with the most current one on top. Teachers should record notes on the behavior chart as needed.
2. Students planner should be kept in the three ring binder.
3. Left side pocket of binder should be labeled Homework.
4. Right side pocket of binder should be labeled Keep at Home.
5. Make certain your binder is neat and bring it to school everyday.



Frank Roberts

Discipline Matrix

Level 1 – Incidental Violations (Non-referred/Non-recorded)	Level 2 – Minor Violations (Non-referred/Recorded)	Level 3 – Major Violations (Referred/Recorded)	Level 4 – Illegal Violations (Referred/Recorded)
<ul style="list-style-type: none"> ▪ Running ▪ Loud voices/yelling ▪ Off-task behavior ▪ Name calling ▪ Noise making ▪ Insubordination ▪ Out of seat ▪ Missing homework ▪ Disruptive ▪ Breaking cafeteria rules ▪ Breaking playground rules ▪ Inappropriate behavior in the bathrooms ▪ Chewing gum or eating candy except by teacher permission ▪ Pop in the lunchroom ▪ Other: 	<ul style="list-style-type: none"> ▪ Lying/cheating ▪ Indirect, inappropriate language/gestures ▪ Inappropriate dress ▪ Spitting ▪ Third Level 1 Offense ▪ Other: 	<ul style="list-style-type: none"> ▪ Direct, inappropriate language/gestures ▪ Fighting/physical aggression ▪ Harassment/bullying ▪ Property destruction/misuse ▪ Theft of property ▪ Internet misuse/cyberbullying ▪ Pantsing ▪ Third Level 2 Offense ▪ Reference in conversation, writing or pictures to weapons or acts of violence ▪ Other: 	<ul style="list-style-type: none"> ▪ Weapon use/possession ▪ Arson ▪ Bomb threat ▪ Combustibles ▪ Assault/threats ▪ Other:

Frank Roberts

Discipline Process

	Level 1- Incidental Violations	Level 2- Minor Violations	Level 3- Major Violations	Level 4- Illegal Violations
Addressing The Behavior	<p>Teacher-handled</p> <p>The teacher addresses the behavior using classroom management strategies.</p>	<p>Teacher-handled</p> <p>The teacher addresses the behavior using logical consequences (apology of action, take a break, or loss of privilege, focus room).</p>	<p>Office-managed</p> <p>Send the student to the office where an administrator will address the behavior.</p>	<p>Office-managed</p> <p>Send the student to the office where an administrator will address the behavior.</p>
Forms	<p>No form</p> <p>Use the Parent Contact Log to informally track behavior, or to communicate with other staff.</p>	<p>Minor Violation Form</p> <p>Fill out a minor violation form and send it home with the student to be signed. <u>Keep a binder with student contact/dismissal information sheet and place any minor violation forms/referrals behind it per student</u></p>	<p>Red Form-Referral</p> <p>Send a red form with as much information as possible to the office with the student. The principal will finish filling out the form and send it home.</p>	<p>Red Form- Referral</p> <p>Send a red form with as much information as possible to the office with the student. The principal will finish filling out the form and send it home.</p>

_____ 's Behavior Chart

Parents/Guardians: Please initial your child's behavior chart within the box that tells you what color they were on. It is important that this is done daily. Below is a key that helps to explain the colors and our school rules. The teacher will indicate the rule broken by including rule # in the appropriate day. **(For example: On Monday, student did not listen and follow directions and received 3 verbal warnings. The teacher will indicate "yellow" for Monday, and will also include #5).** If student receives any color other than "blue," please encourage your child to reflect on his/her behavior and make adjustments as necessary. If at any time you have any questions about your child's behavior, please call your child's teacher at (956) 361-6740 during their conference time, which is from _____ to _____. Thank you for your continued support.

- Blue =** Went above and beyond in the classroom, extremely good behavior
- Yellow =** 3 Warnings given, minor rule infraction
- Green =** 4 Verbal warnings given (student completed the student reflection form)
- Red =** 5 verbal warnings given/Severe behavior (parent/teacher contact form is required) *Please Note: Depending on how many days student receives "red" during the week a Parent/Teacher conference may be required

- Rules**
1. I will be prepared for class.
 2. I will complete Classwork/Homework Assignments.
 3. I will allow others to learn without disruption.
 4. I will respect others, their belongings, and myself.
 5. I will listen and follow directions.
 6. I will show courtesy and kindness to others.






Week of: _____

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
○	○	○	○	○
Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____






Week of: _____

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
○	○	○	○	○
Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____	Rule #: _____ Parent Initial: _____






Week of: _____

<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____






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<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____






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<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
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<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____	 Rule #: _____ Parent Initial: _____

Carta de Comportamiento de: _____

Padres o Guardianes: Favor de marcar sus iniciales al lado del cuadro en la carta de comportamiento que indica el color en el que se encuentra su hijo/a. Es importante que este procedimiento se haga a diario. A continuación se encuentra la explicación tocante a los colores según las normas (reglas) de la escuela. El maestro o maestra indicará la norma quebrantada. **(Ejemplo; El lunes, su hijo (a) no escucho ni siguió las normas del salón y recibió 3 advertencias verbales. El maestro o maestra indicaría "amarillo" y el numero 5).** Si su hijo o hija recibe otro color que no sea el azul, hable con el/ella y anímelos a que reflexione en su comportamiento para que haga ajustes para mejorar. Si tiene alguna pregunta en algún momento sobre el comportamiento de su hijo (a), favor de llamar al maestro(a) durante el horario de conferencia al (956) 361-6740 durante las horas de _____ a _____. Gracias por su apoyo constante.

Azul= Comportamiento excelente



Amarillo= Recibió 3 Advertencias, menor infracción de normas

Verde= Recibió 4 Advertencias, (lleno el formulario de reflexión)

Rojo= Recibió 5 Advertencias, mayor infracción de normas (formulario de padre/maestro requerido) *Favor de notar: Dependiendo en la cantidad de días en que el alumno recibió el "rojo" durante la semana su hijo(a) pueda ser que se requiera un junta ente padres y maestro.

- Reglas**
1. Yo estaré preparado y listo para aprender.
 2. Yo completaré mis tareas.
 3. Yo permitiré que otros aprendan sin interrupciones.
 4. Yo respetaré a otros y a sus pertenencias al igual que a mi mismo.
 5. Yo escucharé y seguiré a las instrucciones.
 6. Yo mostraré cortesía hacia otros.

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____	Regla N°: _____ Iniciales: _____

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____

Semana de: _____

<u>lunes</u>	<u>martes</u>	<u>miércoles</u>	<u>jueves</u>	<u>viernes</u>
				
Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____	Regla Nº: _____ Iniciaba: _____

Frank Roberts Elementary Parent Communication Log



TEACHER'S NAME: _____

Grade: _____

ROOM #: _____

Date	Student Name	Phone Number	Reason For Contact (Academics, Behavior, Attendance, etc.)	Type of Contact P = Phone L = Letter PC = Parent Conference CIS = Communities in Schools	Person Contacted & Additional Notes

Frank Roberts Elementary Wonderful Wednesday Log



TEACHER'S NAME: _____

Grade: _____

ROOM #: _____

Date	Student Name	Phone Number	Reason For Contact (Academics, Behavior, Attendance, etc.)	Type of Contact P = Phone L = Letter PC = Parent Conference CIS = Communities in Schools	Person Contacted & Additional Notes

FRANK ROBERTS ELEMENTARY MINOR INCIDENT FORM

Student: _____ Grade: _____

Homeroom: _____ Date: _____ Time: _____

Documenting Person: _____ Title: _____

<u>LOCATION:</u>	<u>STUDENT:</u>	<u>SCHOOL RULE BROKEN:</u>	<u>PREVIOUS ACTIONS:</u>
<input type="checkbox"/> Cafeteria <input type="checkbox"/> Hallway <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Restroom <input type="checkbox"/> Bus <input type="checkbox"/> Special Activity (specify) _____	<input type="checkbox"/> Defiance / Disrespect / Non-compliance <input type="checkbox"/> Class disruption <input type="checkbox"/> Inappropriate Lang. <input type="checkbox"/> Physical contact/ Physical Aggression <input type="checkbox"/> Property Misuse <input type="checkbox"/> Technology Violation <input type="checkbox"/> Lying / Cheating <input type="checkbox"/> Other _____	<input type="checkbox"/> Not prepared for class <input type="checkbox"/> Classwork /Homework Assignments not completed <input type="checkbox"/> Disrupting Others <input type="checkbox"/> Not listening /following directions <input type="checkbox"/> Not being kind or courteous to others	<input type="checkbox"/> Verbal redirection <input type="checkbox"/> Warning <input type="checkbox"/> Time out in room <input type="checkbox"/> Time out in another room <input type="checkbox"/> Problem solving <input type="checkbox"/> Separation of students <input type="checkbox"/> Other _____

Description of Behavior: _____

ACTIONS TAKEN
<input type="checkbox"/> Parent Contacted: _____ Date: _____ <input type="checkbox"/> Face to Face Conversation <input type="checkbox"/> Telephone Conversation (Phone #): _____ <input type="checkbox"/> Left Message at (Phone #) _____ <i>Additional Notes</i> _____ <input type="checkbox"/> Conference with teacher <input type="checkbox"/> Detention <input type="checkbox"/> Other

STUDENT PROBLEM SOLVING PLAN

What expectation(s) did you break? Respect Responsibility Safety

What did you want? Attention Avoid my work Revenge Other _____

Student's Signature _____ **Date:** _____

Parent's Signature _____ **Date:** _____

Minor incidents may lead to an office referral.

White Copy – Parent Sign and Return

Yellow Copy – Parent Keep

Pink Copy – Teacher Keep

